

# Remote Education Support: A Statement Molescroft Primary School & Woodmansey CE Primary School

Published September 2020, reviewed January 2021, January 2022



## Remote education support

Where a class, group or small number of pupils need to self-isolate, or there is a local lockdown requiring pupils to remain at home, schools are to offer immediate remote education.

This statement is what we shall do in order ensure that a quality education provision can continue for pupils at home due to a *Covid 19* related absence.

The arrangements will:

- ensure the continuation of the planned curriculum that allows access to high-quality online and offline resources and technology that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools and communication systems, which staff, parents and pupils are familiar with, that will allow interaction, assessment and feedback.
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so to support families to deliver a broad and ambitious curriculum

When teaching pupils remotely, we shall:

- set assignments so that pupils have meaningful and ambitious work each day relating to all the subjects planned to be taught in school on each day.
- teach the already planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources.
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact.

All of the above will be considered in relation to the pupils' age, stage of development or special educational needs, for example where this would place significant demands on parents' help or support.

The work set will not be over reliant on long-term projects or internet research activities.

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## Response to the absence patterns caused by the Omicron Variant January/February 2022.

The absence of pupils is expected to rise significantly, however this is also matched by significant staff absence. This is putting pressure on the school's organisation and staff are having to be flexible and often reorganise on a daily basis and at short notice, to ensure the continuation of education and to keep the school open.

The following arrangements are in response to the reality of the situation to ensure that what we can provide for learning at home is sustainable.

Each teaching team has prepared a "Home Learning Response Pack". It will provide 5 days of learning for those at home with an absence related to Covid. If absent children have only mild or no symptoms, children will be expected to work at home. Children should work through the pack in order, for the expected 5 days absence from school.

The work set will reflect the range of expectations for children in the class. The work will reflect the ongoing development in reading, phonics, spelling, grammar, comprehension, and extended writing as appropriate. There will be some further activities which could be tackled in a thematic manner which will enhance other areas of the curriculum. Maths will however be communicated separately to reflect the work happening in that week; providing the teacher is well enough to do this.

If the current situation re Covid continues after the February half term, the learning packs will be updated to reflect the progress of the children in English.

The packs will only be sent by email when a parent has reported the absence as explained below. They won't be sent in advance. However, every child will be bringing home a book in which they can work. This book can be used generally by all children in which to do other homework activities, e.g., spelling practice.

Parents/Carers are also reminded to maintain the children's normal homework as usual.

Parents/carers are asked to be mindful, that teachers may also be absent. This system should ensure that the work can be sent regardless, though it may not be possible for the teacher to be responsive as they would wish. If a parent/carer requires advice and the teacher be unavailable, they should email Mrs. Haker (FY to Y2) [jhakner@molescroftprimary.net](mailto:jhakner@molescroftprimary.net) or Mrs. Tonks (Y3 to Y6) [atonks@molescroftprimary.net](mailto:atonks@molescroftprimary.net) who will endeavour to link parents up to a member of staff who will be able to help.

Friday assemblies are being filmed in advance and will be shared with the community so that children at home can still feel part of the family.

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## Off-site learning: the timeline of provision

### Day 1: A parent reports a child's absence.

If this is because the child is too ill to attend school for any reason (Covid or any other), the attendance record is made and the parents are to continue to phone school daily, as normal, until the pupil returns.

If the absence is related to *Covid 19* e.g. enforced quarantine, or waiting for a test result

A form is completed for the child by the admin officer which is sent to the teacher indicating

- The reason for absence,
- Whether or not the child is well enough to work.
- The availability of technology at home for working e.g. lap top, tablet, printer access to the internet etc.
- The parent will be reminded of the homework already set for the week and the usefulness of the Homework Pack as a source of activities and of the resources already signposted on the website.  
<https://molescroftprimary.net/learning-online/>
- If the child is not well enough to work, then no further action is taken by the teacher until the health status of the child has changed, parent to inform on daily call the continued absence and also to indicate when child is able to engage in home learning.

### By day 2, or the day after a parent reports that a child is fit for home learning:

Communication is sent from teacher of tasks the child is to do at home. This is sent by email and may include work sheets scanned materials and any further support materials.

Teachers as a matter of course, when planning work, will be aware of this possible need. When planning teachers will have in the back of their mind "what would I send to a child working at home"

We will aim to email home by the end of lunchtime. This may be supported by a telephone call, particularly in cases of pupils with SEND and the very young.

### Day 3 onwards

The child's teacher will communicate directly with child and/or parent. Ideally by Showbie. Email and Zoom can also be used and/or telephone.

Over all planning, may be prepared for the week ahead listed as Monday Tuesday etc.

Work will be set for the broad curriculum based on what is actually to be taught on each day.

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The time of the communication with home and will have to fit into the teacher's working day. Teachers will identify a time in each day when a Teaching Assistant could cover them to enable them to make the communication with home. Thus, may be a for half an hour in the normal teaching day.

This communication will enable the child to get feedback on their work

## Whole Year Group / School Lockdown.

This is a completely different expectation. Immediately the planned curriculum transfers to home learning.

The class teacher will set work on a daily basis for home learning. If a teacher is too ill to do this, the partner teacher will do this for the whole year group, though clearly the level of support and feedback possible will be diluted. There will be a daily timetable which will match what would have normally be happening in school or is happening in school if children of key workers/vulnerable groups are attending.

If both year group teachers are unable to work, the school will, as far as is possible assign another teacher (not still physically teaching in school) to provide learning at home. Teachers will work a normal working day from home or on site and in this time will email parents with instructions and any details of any key times for any on line videos, on line meetings or telephone calls etc. Teachers will have contact visually on line with their pupils every day and as appropriate this may be at regular slots during the day. The older the children, the more frequent this will be. Learning at home will be designed that most children, certainly from Y3 upwards will be able to work self-sufficiently at home without unduly needing their parents engagement. This includes managing the technology. Younger children will need some parent engagement, but it is intended that the activities will be designed to give the pupils maximum independence as possible. It is recognised that most parents at home cannot be sat with their children doing school work all day. "Showbie" is expected to be our main driver for feedback to pupils.

We recognise that **Maths No Problem** cannot, in the longer term be "self-taught" and in case of a full or year group lockdown will need to be accompanied by videos of a lesson explanation possibly using the App– explain everything. The White Rose Maths videos have been purchased to specifically support in this aspect.

Parents should note, this is a different expectation to that in the first lockdown, April to July 2020. It is expected that all children will do the work set and engage in the remote learning. Children are expected to work a full school day at home. Teachers will communicate with home through appropriate means if work is not being done, submitted or completed.

It is important however to recognise that we are human. Parents all have different circumstances to deal with in their working and private lives. They all have different family scenarios, some dealing with a raft of elderly relatives, others with very young children. All these scenarios and every scenario in between, places every individual in a unique position.

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Teachers will seek to reassure parents working with children at home and not to put extra pressure on themselves. The teachers will support the children, the teachers are here to help, and they are not going to be cross if a piece of work is late or is not done at all. Parents must also be kind to themselves.

The Department for Education has laid down the expectations for what Home Learning should look like this time and it is very demanding. We at school have the job to make these expectations real and of course it is designed to try to avoid even further disruption to a generation's education. Of course we will be concerned if a family is not engaging with us and we will therefore contact parents from a positive perspective to support a parent at home to enable the child to engage with their education.

## Off-site learning: Related Policies and Considerations

Teachers will be mindful throughout of the following policies which will ensure that the continuation of learning at home will be safe and meet all legal requirements.

### Data protection including:

- Accessing personal data
- Processing personal data
- Keeping devices secure

### Safeguarding including;

- Behaviour policy
- Child protection policy
- Data protection policy and privacy notices
- ICT and internet acceptable use policy
- Online safety protocols
- E Safety